DOCUMENT RESUME

ED 230 774 CE 036 244

AUTHOR Novak, Kathy
TITLE Urban Resources.
INSTITUTION K. N. Associates, Wyomissing Hills, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE Mar 83
NOTE 56p.; For a related document, see CE 036 245.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Administrator Guides; *Adult Basic Education; Agency Cooperation; Community Programs; Cooperative Programs; Coordination; Delivery Systems; *Educational Cooperation; Educational Resources; Educational Strategies; Guidelines; Industry; Job Placement; *Job Training; *Linking Agents; Marketing; Outreach Programs; Program Administration; Program Development; Program Implementation; *School Business Relationship; Services; Urban Areas; *Urban Education

ABSTRACT

Designed as a resource for urban adult basic education (ABE) program planners, this guidebook describes model linkage strategies between ABE and job placement as well as ABE and job training services that are targeted to urban Americans. The following topics are covered in the guide: linkage strategies (the meaning of the term linkages, community advisory councils, cooperative agreements with human service agencies, and cooperative agreements with private industry); urban marketing strategies (urban marketing problems, target populations, means for reaching target populations, and other successful marketing strategies); urban delivery strategies (outreach classes and other successful marketing strategies) and urban supportive services. Appended to the guide are guidelines for officer selection, sample council by-laws, suggested training activities, a list of do's and do not's for an effective council, a survey to determine the services provided and the clients served by agencies, sample cooperative agreements, lists of the qualifications and responsibilities of a program director, a sample agenda, and an outline of the contributions of cooperating parties (educational agencies, industry, and unions). (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED230774

URBAN RESOURCES

K.N. ASSOCIATES
1983

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

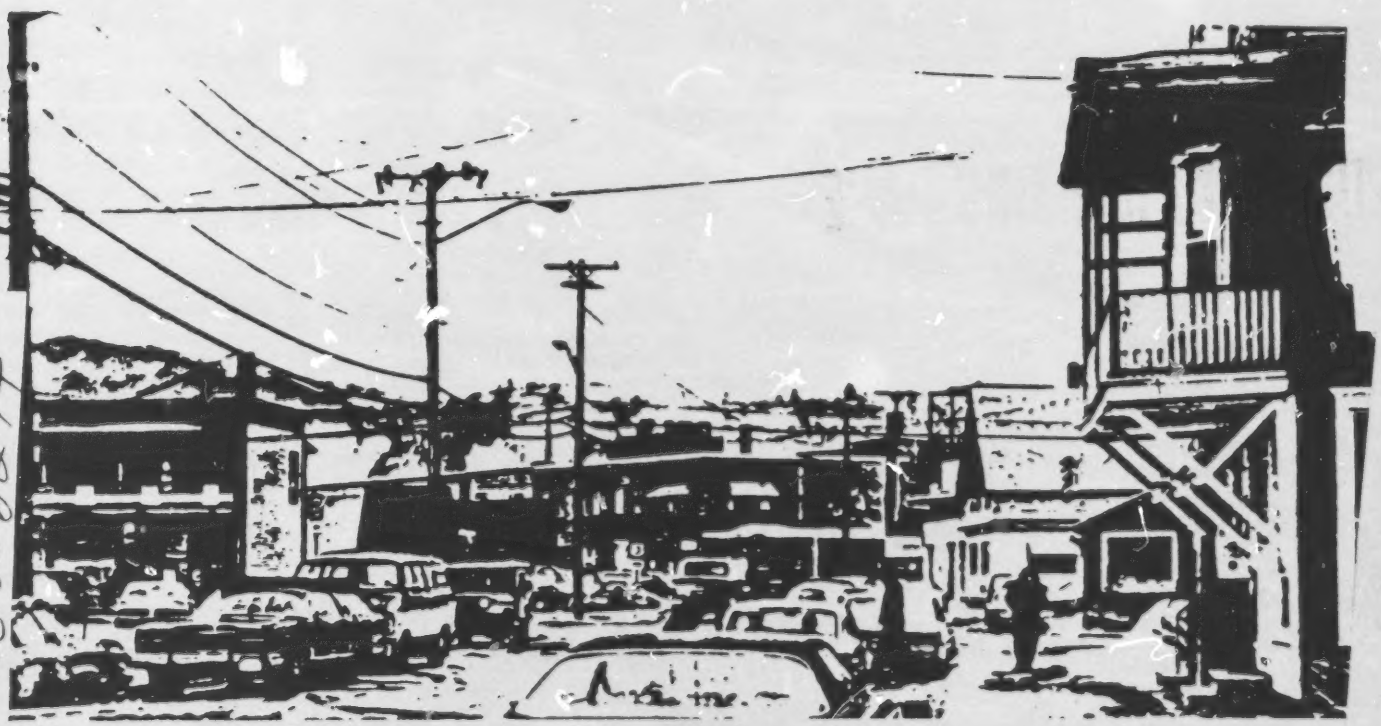
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Novak

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



CE036244

This guidebook is the result of a project supported in whole or in part by the U.S. Office of Education and the Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Department of Education and no official endorsement should be inferred.

March, 1983

TABLE OF CONTENTS

		PAGE
I	BACKGROUND	
	. Overview	1
	. Recording Device	2
II	LINKAGE STRATEGIES	
	. What Are Linkages?	4
	. Community Advisory Councils	6
	. Cooperative Agreements with Human Service Agencies	11
	. Cooperative Agreements with Private Industry	14
III	URBAN MARKETING STRATEGIES	
	. Urban Marketing Problems	19
	. What is the Target Population to be Reached?	20
	. How and Where will the Target Population be Reached?	21
	. Other Successful Marketing Strategies	23
IV	URBAN DELIVERY STRATEGIES	
	. Outreach Classes	27
	. Other Successful Delivery Strategies	30
V	URBAN SUPPORTIVE SERVICES	32
VI	APPENDICES	35

BACKGROUND

OVERVIEW

In the fall of 1982 a survey of resources for urban ABE programs was conducted at the national and local levels. The purpose of the resource search was to obtain information for adult educators in urban areas; to inform them about possible model strategies to be adapted to local use.

To insure that a systematic and uniform resource search was conducted, the recording device on the following page was used.

The material presented in the Handbook is the final product of the project. The contents are designed to provide a resource for urban ABE program planners. Urban program planners should supplement the contents of the Handbook with resources available to them in their own locations.

Special acknowledgement goes to Pat Giles, B.A. for contributing to the development of this Handbook.

Kathy Novak, Ed.D.

K.N. Associates - Urban Resources

AGENCY/ORGANIZATION/CONTACT: _____

_____

_____

DESCRIBE SUCCESSFUL LINKAGES: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

DESCRIBE TARGET POPULATION: _____

_____

FACTORS CONTRIBUTING TO SUCCESS: _____

_____

_____

_____

_____

NOTES:

: LINKAGE STRATEGIES

WHAT ARE LINKAGES?

Any organization, agency, or business that refers or provides enough students on a regular basis to justify an ABE class can be considered a linkage with that ABE program. The linkage organization may even furnish space for classes or provide funding for materials. In any case a linkage is an effective way to recruit and expand a program for minimal dollars.

Advantages of linkages

1. provide greater group cohesion and support among participants in class
2. in business and industry linkages, there is higher educational achievement due to external incentive for doing well
3. results in substantial savings for ABE programs
4. increases visibility in the community for ABE programs
5. provides potentially powerful constituency to voice support for ABE programs.

Disadvantages of linkages

1. substantial time and effort required to initiate and maintain linkages
2. enrollment in classes difficult to maintain in small organizations
3. schedules and meeting places often must be altered

to accommodate needs of other group in linkage (industry lay-offs, overtime schedules, etc.)

4. ABE program planner not able to make unilateral decisions about program's needs

The key to developing linkage agreements, and guaranteeing their continuing success, is reciprocity -- making sure that everybody gets something out of the linkage. Adult educators can become more aware of particular agency programs, local businesses, etc. so as to make appropriate referrals. Businesses and agencies can invite ABE staff to informally present information about ABE programs to their staffs so that they can adequately inform their employees or clients.

The following sections provide information on several types of linkages with different groups in the community. Some or all of them might be appropriate for use in a particular urban area.

V

COMMUNITY ADVISORY COUNCILS

An advisory council is a group of individuals representing various community agencies, organizations and institutions. Because of their specific knowledge, they have been organized to develop a cooperative approach to do a better job of serving the needs of people in the community. Such inter-agency cooperation offers (rural) urban Americans a method of linkage to conserve valuable resources, while still serving the needs of the community. Several models have been described in the literature regarding the formation of an advisory council. These are presented in the following sections by way of instructions/procedures on how to proceed with the development of such a council.

Steering Council

.This is a temporary council organized to give advice and support in initiating and developing inter-agency cooperation. Invite a group of people sharing your concern to meet and discuss inter-agency cooperation within the community. Clearly understand what the optimal outcome of cooperative efforts can be. Develop a list of agencies/institutions within the community sharing similiar concerns. Send a letter to each, stating a desire for the establishment of an inter-agency community advisory council and requesting return letters of interest in the concept and nominations for council membership. Give consideration to including:

.Representatives of business, industry, labor and management +

.Professional and technical people +

.Agency/institution administrators +

.Program completers and alumni +
.Vocational teachers and counselors +
.Prime sponsor representatives +
.Chamber of Commerce members +
.Political leaders +
.Community leaders +
.Employers +
.Agricultural representatives +
.Interested specialists +
.Representatives of governmental and community agencies +
.Educators +
.Media persons *

In the letter, explain that important qualifications of council membership will include:

.Good administrative/communicative skills +
.Intelligence and leadership ability +
.Interest and willingness to work in promoting inter-agency cooperation in serving community needs +
.Integrity and responsibility +
.Civic-mindedness and unselfish spirit +
.Courage to express their ideas and ability to defend their convictions +
.Disinterested in own prestige or pet political ideas +
.Experience in craft or occupation represented +
.Available in terms of time, health and location +
.Respect and tolerance for the views of others +
.Good administrative/communicative skills +
.Highly motivated and dedicated to the purposes of such a council*

*Adapted from: Pennsylvania Advisory Council on Vocational Education. "How to Approach..Develop..Vitalize..Improve.. Structure..Establish..Local Advisory Councils on Vocational Education." 1979. (PACVE)

General Meeting

.Conduct a general meeting inviting all interested in inter-agency cooperation. At this time, present the idea of cooperation to the group and elect a council of 5-18 members chosen from those nominations received and striving to achieve a balance in membership. A suggested term of membership is three years; appointments in the first year to be made for one-two- and three-year terms usually determined by drawing lots. Thus, each year some new members will be coming aboard while some experienced will be retained.

First Meeting

.Within 30 days after general meeting, a first meeting should be held and officers elected +

.Identify the resources and supporting groups that exist in the community +

.Identify potential resistance to agency cooperation and possible opposing groups, if any +

.Identify community needs and prioritize these needs +

.Gain the support of each agency if possible +

.Clarify the goals of all of the agencies identified +

.Help these organizations to identify their mission:

a. Whom do they serve?

b. What services do they provide?

c. How many people do they currently serve?

d. What do they see as their maximum service population?+

.Identify the points of duplication +

.Try to help the agencies determine what each does best and what each sees as its primary service +

.Determine some specific task that can be solved by cooperative effort +

.Determine how the council can assist in the delivery of existing and new(?) services +

.Develop a process of evaluation that will document the positive and negative results of agency cooperation +

.At subsequent meetings, regularly review individual agency and collective goals *

Organizational Guidelines

.Guidelines relating to officer selection, by-laws, training, treatment and recognition, do's and do not's for an effective council are presented in Appendices A-D.

Regular Meetings

.To be an effective council, regular meetings will need to be held with a definite agenda for each. Special meetings can also be held by request of a predetermined number of members. Pre-planning, structure, style, interaction, comfort, accomplishment and a leadership that encourages smooth operation are factors making for productive meetings as well as:

.Taking care of pre-planning items well in advance: meeting dates, time, place and agenda; contacts, reminders and notices; refreshment arrangements and reserved parking; information and data to support agenda items; hand-out materials; audio-visual equipment; and the goals of the meeting +

.Organizing meetings around an agenda of pertinent and timely items conducive to the group's purposes and goals +

.Including refreshments and some informal time +

.Starting and stopping as scheduled (predetermined time limit) +

.Scheduling meetings at convenient times and in comfortable surroundings +

.Presenting current problems for discussion and action by members +

*Taken from Ciavarella, Michael,"A Comparison of Community Linkages and Outreach Models for Maximizing Adult Basic Education" (Shoop, 1976), Shippensburg: Shippensburg State College, 1981.

.Making decision by consesus whenever possible +

.Recording minutes and promptly mailing them to members +

.Planning a long-range program of work, with the priority areas specified +

.Making assignments clear and specific +

.Showing strong interest in everybody's attendance(Follow up absences with personal contact to show concern; people are more apt to attend if they think someone cared whether they were there or not.) (PACVE,1979)

Summary Comments

.Reidy, Jr. (Ciavarella, 1980*) concluded from a review of literature on advisory councils that to function effectively, the council must clearly understand its role & must have some degree of organization, the members should receive inservice training, council membership must be truly representative, and members should be provided with the necessary resources, both financial and human.

COOPERATIVE AGREEMENTS WITH HUMAN SERVICE AGENCIES

Strong Adult Basic Education program linkages with local service agencies and community education programs can be developed through a structured referral base, and the development of cooperative programs. Such efforts promote cost effective program delivery and benefit participants in the following ways:*

The ABE Program:	...built-in recruitment ...better student retention ...supportive services ...program development ...increased operating funds
The Agency:	...expanded client services ...referral sources from ABE ...increased agency visability
The Student:	...opportunities for multiple support systems ...improved access to ABE services ...expanded ABE curriculum offerings

Cooperative agreements can best be achieved through a systematic planning process. Those steps described in the literature for achieving cooperative agreements are:

Step One: Identify agencies which could assist the adult education program by providing support services for undereducated adults. Referral services and/or cooperative programs can be established through:

- .CETA(Comprehensive Employment Training Act)
- .DPA (Department of Public Assistance)
- .BVR (Bureau of Vocational Rehabilitation)
- .AAA (Area Agency on Aging)
- .CAP (Community Action of Pennsylvania)
- .PARC (Pennsylvania Association for Retarded Citizens)
- .BES (Bureau of Employment Security)
- .MH/MR Base Service Unit
- .County Prison System
- .Local School Districts
- .Post Secondary Institutions and Training Programs
- .Any Community-Based Local Organization

Step Two: Conduct a survey of those identified public and private agencies, institutions and organizations to determine their role and function. Items on the instrument should ascertain data about each agency such as:

.goals, purposes and activities of the agency
.clientele served by the agency
.kinds of services provided to the public
.geographic areas of the state that are serviced
.the names and addresses of other agencies, institutions and organizations that should be surveyed, and
.the agency's ability and willingness to work cooperatively with the adult education program.*

A sample survey instrument in presented in Appendix E.

Step Three: Design plans for methods of cooperation and coordination between the adult education program and the cooperating agencies, institutions and organizations. Individual meetings with each group is an ideal way to provide an orientation on what the adult education program is about as well as some of the problems and concerns related to the program. An explanation of the function of the visited agency can also be established and objectives recorded. Following the meeting, a rough draft of a cooperative agreement is established. Areas of cooperation will vary greatly between agencies. A second meeting is conducted to refine the agreement. Examples of cooperative agreements are presented in Appendix F.

Step Four: Make local adult education program personnel aware of plans for cooperation and coordination with state-level agencies.

*Jacob, Paula, "Project Co-op", Baton Rouge: Bureau of Adult and Community Education-State Department of Education, 1980.

Step Five: Establish regular communication between public and private agencies, institutions, organizations and the local adult education program. Put each cooperative participant on your mailing list to receive information on meetings, etc., where appropriate. Arrange to participate in a similiar manner with agency events. Such follow through will help maintain open lines of communication.**

**Information for this section also adapted from: Gordon, Edith, "Project Link, " Philipsburg: Development Center for Adults, Central Intermediate Unit #10, 1980.

COOPERATIVE AGREEMENTS WITH PRIVATE INDUSTRY

Many feel linkages with private industry hold the most promise for future ABE program delivery. Shrinking community education program budgets have dictated that more responsibility for developing citizen self-sufficiency be routed through the private sector. The potential of this linkage strategy for rural ABE programs is, of course, dependent upon the amount of industry located within or nearby the community.

Promoting industry cooperation involves special steps in addition to those described for developing cooperative agreements with human service agencies. More needs to be done to "sell" the program's potential benefits to industry and labor representatives. The establishment of human service inter-agency agreements could be a valuable prelude to establishing industry linkages. It would build a stronger case for ability to lend assistance to industry including referrals for social problems.

First Meeting

The importance of the initial meeting with industry representatives can't be stressed enough. It could well be their first impression of the local ABE personnel and programs. Therefore, the ABE representative(s) must be ready to make this a good impression. The ABE program should be discussed with evidence showing success stories. Visual material is also advantageous to present.

Cooperative Groups

Three major parties are usually involved in linkages and these are:*

Educational Agency

1. State Department of Education
2. Local Superintendent of Schools
3. Local ABE Administrator
4. Future Program Director

Industry

1. Corporate official who makes final financial commitment
2. Plant Manager
3. Manager of training
4. Manager of human resources
5. If unionized, liaison representative between industry and union
6. Employee or work-force representative

Labor

1. Local Union President
2. Plant Union Leader (Chief Steward)

Initial involvement of all levels of management in these groups will prevent resentment at some later stage of program development.

Industry Benefits

The following is an outline of benefits that could be presented as to why industry should cooperate with educational agencies in developing an ABE program in its industry.

1. Economics
2. Convenience
3. Program geared to specific needs

*Struthers, 1980.

4. Leads to increased employee morale
5. Employees become better able to take special job training
6. increases community respect for industry

Program Director

The director of the program will be responsible for leadership and should be an employee of the educational agency. This person will have to work with people from labor, industry, program participants as well as educational staff. Support must be maintained, once gained, for the program from all of these groups to assure overall success. It will be the director's challenge to remain impartial to all cooperating parties. Qualifications and responsibilities for the program director are presented in Appendix G.

Planning the Program

It is very important that all parties be involved from the beginning of planning activities. This will foster a sense of involvement and cooperation. The program director and all cooperating party representatives must be commited to attending and participating in meetings. Some form of documentation for all meetings and activities must be kept to enhance the operation of the program and communication process. A sample agenda for a first planning meetings is presented in Appendix H. Proposed contributions from cooperating parties are presented in Appendix I.

Developing the Program

The development of a program will be based on specific needs established by those groups involved in planning. Phases include:*

I. Plan of Operation
   A. Location of classroom(s)
   B. Days and hours of operation
   C. Program dates

II. Recruitment and Registration
   A. Meetings with management
   B. Meetings with labor
   C. Registration

III. Screening and Selection

IV. Attendance regulations and completions

V. Format and Curriculum
   A. Instructional format
   B. Instructional materials
   C. Staff
      1. Numbers
      2. Hiring
      3. Qualifications

VI. Evaluation
   A. Evaluation of program
      1. Process evaluation
      2. Product evaluation
   B. Evaluation of participant

*Strutners, 1980.

: URBAN

MARKETING STRATEGIES

URBAN MARKETING PROBLEMS

The marketing activities of an ABE program are those which bring the adult educator and participant together. The marketing strategies to be used in urban areas need particularly careful analysis, primarily due to the structure of urban areas. Namely, the existence of such a diversity of income levels, racial backgrounds, religious beliefs, and cultural origins found in any city, and their organization by neighborhoods, creates a difficult marketing problem. This may mean that an ABE program established to represent a single geographic area, such as a city of 200,000, may have to reach potential students in 10 separate neighborhoods which have totally different compositions in terms of their populations' needs and responses in a marketing strategy.

A review of the literature around marketing strategies has shown that there are a few fundamental questions which must be evaluated before ABE program developers attempt to recruit urban students. They are:

1. What is the target population to be reached?
   a. poorest, least-educated, hardest to reach?
   b. middle-class, undereducated, easiest to reach?
   c. both
2. How will that target population be reached?
3. Where will that target population be reached?

WHAT IS THE TARGET POPULATION TO BE REACHED?

The answer to this question will provide urban adult education program developers with an important and necessary focus for their marketing strategies. A Columbia University report * makes the point well that there are different results obtained from a particular marketing approach when put to different population groups. Many urban ABE programs, in trying to produce the highest return on the ABE investment dollar, have been highly successful in terms of enrolling the maximum amount of students, retaining them longest, and showing the best results by using marketing strategies which have appealed to the more middle class, undereducated adults in the area. These same strategies, however, did not greatly succeed with the poorest, least-educated adults.

By determining the population group that the ABE program will serve, and not just the geographic area, the easier it will be to develop the most effective marketing strategies. It may be that, depending on this determination, two or more parallel marketing campaigns may need to be established.

*Center for Adult Education. ABE in the Inner City Project: Innovative Practices Study. Columbia University, N.Y., 1971.

HOW AND WHERE WILL THAT TARGET POPULATION BE REACHED?

Once it has been determined what the target population to be reached is, the next step of deciding how to successfully appeal to that group needs to be achieved. Numerous studies have been conducted to pinpoint which recruitment techniques have the most effect, and the results usually show that the most effective approaches include:

1. personal contact of some kind
2. a relationship to job or work

It is the many forms that these two important factors can take and their appeal to different groups of potential students that make marketing programs so varied in an urban area. The section below describes two projects that tested marketing strategies in urban areas and produced similar conclusions.

Two projects, one in Portsmouth, Virginia, and another in the Watts section of Los Angelos * attempted to determine the most effective methods of reaching potential ABE students in their particular urban areas. Both projects had a variety of promotional materials prepared explaining the programs, as well as various media advertisements. All of these things were important and necessary for providing information to the community regarding the ABE programs. However, in both cases,

*Parent, Gerry F. Promotional Recruitment Cost Effectiveness Research. Portsmouth Public Schools, Portsmouth, VA., 1979.
Taylor, Aryola. Watts Adult Basic Education Outreach Program. Watts Adult Education Center, Los Angelos, CA., 1978.

it was the personal contacts that potential students had that usually made the difference in the individual enrolling or not. A caring personal contact through a student, friend, family member, or school employee brings more students than a highly professional advertising campaign.

One of the marketing ingredients that was successfully utilized in both the Watts and Portsmouth projects was the use of current or former ABE students to go door-to-door in specific neighborhoods and promote the ABE program. In many cases they relied heavily on the promotional materials available, but most often they explained their own experiences with the program.

The Portsmouth study also determined that they got different results from different groups of potential students. In terms of personal contacts, both black and white students responded favorably to them. However, results showed that whites preferred the media as a mode of communication, while blacks in the study more highly valued more informal methods of communication through friends and family. Also, promotional materials were more effective with higher socio-economic students when placed at work places, while the poorer students responded most favorably when they received them at home.

OTHER SUCCESSFUL MARKETING STRATEGIES

The following represents some of the many approaches which have been used to attract students into ABE programs. Some of these will need to be examined in light of the groups which are being targeted and the characteristics of the urban neighborhoods being approached. It may be helpful to analyze the neighborhoods in the program area and apply specific techniques to different areas.

- Bulletin board signs are set up around the community in places frequently visited by those potential participants.
- Company newsletters contain announcements of programs and describe potential benefits of programs to employees.
- Paycheck mailings include flyers describing current ABE program offerings.
- Informal meetings are arranged where information can be obtained about programs.
- "Word of mouth" is encouraged among those attending programs, meetings, etc., to communicate with those who could possibly benefit from attending.
- Union personnel contacts are used to educate members about programs. Endorsements are requested for programs and such endorsement is communicated to

potential participants.

- Announcements are made through Advisory Council activities and it is requested that members share the message with others regarding program events.
- Personal visits to agencies, etc., are made to present ABE programs.
- Recruitment literature is given to children to take home through the school system.
- Inexpensive flyers are put in grocery bags through retail supermarkets announcing programs.
- Speakers give presentations at formal meetings in the community such as PTA meetings. Possible benefits of program participation are outlined.
- Cable TV and radio public service announcements are distributed.
- Telephone contacts with those highschool drop-outs from recent years are made utilizing lists obtained from guidance counselors.
- Student-of the Year contest is held and publicized in local media along with a description of program offerings.
- Information booths at neighborhood festivals, conventions, etc., are set up to alert community members to programs.
- A listing is placed in the "Guide to Human Services" section found in many telephone directories.

- Mailers with return cards are sent to community members.
- "Yellow Box" technique is used which involves placing an ABE sign in a place of business indicating the dates, times, etc., of ABE classes. A bright yellow shoe box is placed under the sign and interested people who can not read well can inquire about its purpose and receive help filling out application forms.
- Door to door visits are conducted in neighborhoods by volunteers to inform citizens about programs.
- Church bulletins announce coming programs to members.
- Inter-agency referrals are obtained.
- "Buddy Day" is held when current students bring a friend to class.
- Press releases and feature stories are provided for the media focusing on ABE classes and past success stories.
- Alumni associations are formed and asked to speak out about their ABE experiences.
- ABE newsletters describing program offerings and student written articles are distributed regularly to the community.
- An Open House to show off the program facilities to the community is held.

: URBAN

DELIVERY STRATEGIES

OUTREACH CLASSES

Given that the marketing strategies discussed in the previous section have provided an ABE program with the necessary students, the next step is to determine in what way to deliver that program, particularly in an urban setting. One of the fundamental concerns of any adult education program which desires to retain as many students as possible is to design the program so as to provide the students with their educational needs, while not seriously interfering with their usual life or job pattern. Darkenwald * states that it is necessary to address the real needs of the student, create a supportive learning environment, and minimize environmental problems and barriers in order to successfully deliver an adult education program. It is with these considerations in mind that delivery systems for an urban ABE program be created.

One common delivery strategy which has proven popular in urban areas is the use of outreach classes. The Columbia University project** stated that many undereducated adults are either unwilling or unable to attend classes outside of their own neighborhood (they are often the poorest and least educated adults.) The response in many cities has been to set up classes in local community facilities, such as churches

---

*Darkenwald, Gordon G. Retaining Adult Students. National Center for Research in Vocational Education, Columbus, OH., 1981.

**Center for Adult Education. ABE in the Inner City Project: Innovative Practices Study. Columbia University, N.Y., 1971.

and public housing projects, to reach out to those who would not otherwise participate. Usually these classes are characterized by ethic or racial homogeneity, extreme variation in achievement levels, and low and precarious enrollment.

The following are the pros and cons of outreach classes as compiled by the Columbia University study:

Advantages of outreach classes

1. extension of ABE opportunities to hardest to reach and most disadvantaged
2. learning environment enhanced by social cohesion of the common membership (church, neighborhood, etc.)
3. greater visibility for ABE program in community and broader community support

Disadvantages of outreach classes

1. higher per student cost
2. problems of coordination and logistics
3. poor facilities
4. lack of instructional equipment and wide choice of materials
5. lack of means to group students by achievement levels
6. difficulty in providing counseling services

A possible delivery strategy to use to overcome the above disadvantages and still maintain the advantages of out-

reach classes would be to use them as "feeder" classes which channel students to better equiped centralized locations after the initial fears, misunderstandings about the program, and other possible sources of resistance are overcome. Additionally, because of the variation in student achievement levels and possible differences in English language facility, community outreach classes should be given high priority in the assignment of teaching aides and volunteers to provide the necessary assistance needed to provide instruction on a small group or individual basis.

OTHER SUCCESSFUL DELIVERY STRATEGIES

- Television based multi-media programs are aired on the public assess cable systems usually available in urban locations, on topics identified as useful and needed on community surveys.
- Senior Centers in urban areas are used as sites for ABE ABE activities. A model program conducted by McNatt (1981)* concluded that:
    1. Delivery of ABE to older adults at the site of already existing senior centers is feasible and rewarding.
    2. Similar programs could be conducted at almost any center in Pennsylvania. The system could be easily replicated.
    3. The cost of conducting the program is nominal.
    4. The application of the program's educational presentation must be adapted to serve each individual center.
    5. Benefits other than specific basic education result from putting the project into practice.
    6. To be effective the program requires:
        a. A dedicated leader at the center site.
        b. A dedicated leader at the administrative level.
        c. Transportation to the center site.

---

* McNatt, Grace, "Senior Centers - A Place to Learn," Harrisburg: Pennsylvania Senior Center Institute, 1981.

7. The program has the option to become self-sustaining with community support in a relatively short time, providing the goal of self-support is identified at the beginning of the project and progress toward that goal is continually monitored.
8. A specific group must be designated as assuming responsibility for continuation of the project.
9. A group most likely to identify with learning goals is that of retired teachers.

. Learning centers are located in scattered instructional sites to provide direct contact with ABE students. These can be staffed by a trained paraprofessional and can be used to conduct classes or for follow-up meetings in connection with radio and television educational programs.

: URBAN

SUPPORTIVE SERVICES

Urban adult students are often confronted with numerous barriers to their full participation in an education program. Some of these barriers are the result of the overwhelming assortment of programs and services available in an urban location and the student's difficulty in locating the appropriateones for him/herself. Other obstacles are sometimes relatively simple for adult education providers to overcome by becoming a facilitator.

One such example is that of child care. If an ABE program does not offer a child care service, it is suggested that a list of service providers be developed to distribute to program participants. Babysitting cooperatives could also be established with a little organization from the ABE program.

An innovative project to provide support services of a general nature to adult students was created at Moravian College as is described below.* The college developed a program of mentor training for adult basic and continuing education. The mentor, defined as a close, trusted, supportive guide, is seen as one who provides the adult learner with an on-going, long-term relationship which will provide both the encouragement for planned personal growth and the linkage between resources to make this growth possible.

Although business, industry and social agencies encourage their employees and clients to further their education, and often provide financial motives for doing so, they seldom

* Katz, Rita S., Schuehler, Susan S. Mentor Training in the Lehigh Valley. Moravian College, Bethleham, Pa., 1981.

provide the personal guidance and support necessary for the adult learner. Mentor trainees were drawn from companies, businesses, and support agencies. After training they were expected to provide a support system between available educational programs and the adults seeking education. They were trained to assist adults who need education for employment, job mobility, or personal satisfaction. The mentors were made aware of the large array of educational programs and other resources offered within their geographic area. They were also encouraged to explore mentoring as a personal, humanitarian mode of relating to workers.

The mentor training project was designed to provide long-range effectiveness. Rather than introducing a new service to area adults that would disappear at the end of the funding period, the mentor training was seen as an awareness skill that would continue to refer adults to ABE programs and resources.

APPENDICES

APPENDIX A

OFFICER SELECTION*

Chairperson

Responsibilities

. Establish meeting dates and call council together

.Prepare the meeting agenda and assure each member receives a copy prior to the meeting

.Prepare background information and reports as necessary and call on consultants for advice on specific problems

.Preside at meetings

.Assign tasks and follow up on work

.Maintain necessary communication with members, school representatives and board

.Determine strategies for getting work done

.Appoint an Executive Committee(if council size warrants it) and special work committees

Personal Qualifications

.Ability to maintain calm, balance and order

.General leadership skills, especially as a discussion leader

.Ability to keep things moving at a reasonable speed in the right direction

.Solid knowledge of coucil functioning and possession of human relations skills

.A constructive approach with an appreciation for the contribution of others

.Ability to draw the best from every one and involve all members in activities

Secretary

Responsibilities

.Mail notices to council members well in advance of meetings

.Keep minutes of all meetings and distribute copies to regular members

*PACVE, 1979

APPENDIX B

SAMPLE COUNCIL BY-LAWS*

I. NAME

The name of this organization shall be _____

_____

II. PURPOSE AND AUTHORIZATION

The purpose of the Council shall be _____

_____

_____

III. ORGANIZATION

A. The Council shall consist of a sufficient number of members to provide a cross section of community sectors. The maximum number will be _____, the minimum number will be _____.

B. Appointments shall be for three years. Appointments shall be staggered so that approximately one-third of the members' terms expire each year. At the time of initial organization, terms shall be determined by drawing lots among the members. Members may succeed themselves. The term of a new council member shall begin on ___(date)_____.

C. The Council shall have the following officers:

Chairperson--Shall preside at meetings, serve as Chairperson of the Executive Committee, direct external relations and legislative activities, and appoint standing and special committees as the need arises.

Vice-Chairperson--Shall preside in the absence of the Chairperson, direct Council program planning, chair the annual report committee, and assist the Chairperson as requested.

Secretary-- Shall direct the recording of the minutes of the meeting and the transmittal of all reports and recommendations, keep attendance records of members and maintain a permanent record file of advisory council activities.

D. The Executive Committee shall consist of the officers plus the chairperson of any extablished committees. Committees shall consist of the following:

_____

_____

_____

IV. MEETINGS

A. The Advisory Council shall meet a minimum of ____ times per year. The Executive Committee shall meet a minimum of _____times per year.

B. Meetings may be called or cancelled by the Chairperson.

C. Written notices of Council meetings shall be mailed to all members at least _____days prior to the meeting by the Council Secretary.

D. Each meeting will begin at the announced time and will continue for no more than _____hours unless a majority of members vote to continue a particular meeting for longer.

E. Members who fail to attend _____consecutive meetings automatically shall lose their membership unless they present reasons for their absences acceptable to the Executive Committee.

V. REPORTING AND DISSEMINATION

Minutes, reports and recommendations shall be forwarded to the _____. All press releases shall be cleared through _____.

VI. WORKING RULES

The Council shall establish a set of working rules to govern operations. Items to be included are committee structure, meeting arrangements, annual priorities for Council work and organizational details.

VII. QUORUM

A simple majority of members present shall constitute a quorum.

VIII. RULES OF ORDER

Robert's Rules of Order shall be followed.

IX. FUNDING

Expenditure of the Council will be the responsibility of _____.

X. AMENDMENTS

By-Laws may be amended by a two-thirds vote of Council provided the following conditions have been met:

A. The proposed amendment shall have been proposed by the Executive Committee and distributed to each Council member _____days prior to the time of voting.

B. Approval of _____.

*PACVE, 1979 (adapted from)

APPENDIX C

TRAINING ACTIVITIES*

An advisory committee's training program should focus initially on the organization of the committee itself: its objectives, the criteria for membership, the selection process of members, its structure - basically that information which should be in the bylaws. Essentially, then, this phase of the training program is self-taught, for the committee members should be responsible for writing their own bylaws.

The second phase of the training program should be devoted to learning the following skills and procedures:

Communications Skills

A. Human Relations

B. Channels of Communication: must be two-way - from the public to the legal authority via the advisory committee and vice versa

C. Observation

D. Listening

E. Fact Finding

Group Processes

A. Group Development

B. Interaction

C. Brainstorming

D. Committee Functions (subcommittees)

E. In-Depth Studies

Organization and Function of School District

A. Philosophy

B. Objectives of School District

C. Organization Chart of School District and Definition of Function

D. School Board Policy

E. Budget

F. Personnel

G. Instructional Program

H. Building Program

I. Financial Status

J. Pupil Personnel Services

K. Transportation

L. Food Services

M. Maintenance Operation

Goals/Need Assessments

A. How Change Takes Place

B. Methods of Needs Assessment

C. Strategies Needed for Change

D. Priority Setting

E. Evaluation

F. Constraints

G. Job Description of the Committee Members

Of course, it could take years for an advisory committee to successfully complete an orientation program like the one given above. However, it should be remembered that the purpose of the training program is to introduce the committee members to those types of problems to which they may be exposed in the course of their deliberations.

In achieving some measure of operational ability, the most important need an advisory committee has is for information. The generating authority must provide each committee member with the information he needs to function effectively. Such information might include:

1. Data on the school system:

    a. Structure and organization of the school system

b. Selection and recruitment standards for school personnel

c. School budget

2. Citizen involvement in other programs such as Model Cities and Head Start, Title I, Follow Through, and Vocational/Career Education

3. The decision-making process in the school system

4. The local community as viewed socially and economically

5. Purpose and history of the program in question

6. Laws and regularions (Federal, State, and local) which affect school program(s)

7. Past evaluations of the school program

8. Future plans for the school

9. Description of the planning process, including the time schedule

10. Data concerning needs of the children

11. How children are identified for programs

12. Numbers of children and their needs

13. Priority listing of needs

14. Alternate approaches to meeting those needs

15. Other programs (Federal, State, local) which can be used to help children

16. Type and number of personnel needed

17. Facilities, supplies, and material available and needed

18. Budget requirements for the program

NOTE: The training process is a learning process. It is only through exposure to and involvement in specific problems that an advisory committee becomes proficient in performing its function.

*South Carolina Department of Education. "Suggestions for Strengthening Advisory Committees." Columbia :South Carolina Department of Education, 1977.

APPENDIX D

DO'S AND DO NOT'S FOR AN EFFECTIVE COUNCIL *

.Do invite other council members to visit your location.

.Do not underestimate the intelligency of council members or their interest in council matters.

.Do respect council members' limited time.

.Do not hesitate to share your problems with advisory council.

.Do not ignore council recommendations when going back to your agency or exhibit a complacent attitude in relationship to the council.

.Do share professional publications and conferences with council members.

.Do not ask council for advice or approval after the fact.

.Do not alienate those members with unpopular opinions.

.Do be honest and candid.

.Do not have "secret" agendas.

.Do make meetings worthwhile by discussing real problems and situations.

.Do give adequate "visibility" to the group and develop an attitude of "the work we do together."

.Do allow yourself enough time in your work and personal schedule for council activities.

.Do attend meetings regularly and let your colleagues on the job know about council activities.

.Do not set too broad a scope of objectives for the council.

.Do remember that the only way real linkages can be achieved is through complete inter-agency cooperation.

*Adapted from PACVE, 1979

APPENDIX E
SURVEY*

State Department Name _____

Agency Name _____

Person Completing Questionnaire: Name _____

Title _____

Under the administration of your Agency, are services provided to the public?

_____ Yes _____ No

If yes, check the kinds of services provided:

_____ informational
_____ administrative
_____ counseling
_____ career guidance
_____ referral
_____ educational
_____ financial
_____ legal
_____ social
_____ recreational
_____ protective
_____ transportation
_____ child care
_____ day care
_____ residential care
_____ medical
_____ psychological
_____ rehabilitative
_____ sheltered employment
_____ employment training
_____ other (specify)

_____

_____

Indicate the method for delivery of services:

_____ clients go to the agency office to receive services

_____ representatives of the agency go into the community or home to deliver services to the clients

_____ both methods are used

What populations are served by your agency?

_____ urban populations (with less than a 5th grade reading level)
_____ rural populations
_____ mentally handicapped
_____ physically handicapped
_____ unemployed
_____ underemployed
_____ poverty populations
_____ minority groups
_____ pre-school children
_____ school-aged children
_____ women with special needs
_____ immigrants/refugees
_____ limited English speaking
_____ institutionalized
_____ elderly
_____ other (specify)

_____

_____

*Jacob, 1980.

What ages?

____ pre-school children

____ school-aged individuals

____ adults

____ elderly adults

Does your Agency have local or regional branches?

____ Yes ____ No

If yes, specify location(s)

____ every city

____ every parish

____ eight state planning regions

____ other Districts

Does your Agency conduct research on the status of your clients, e.g. surveys, needs assessments, etc.?

____ Yes ____ No

Are there professional association(s) and organization(s) to which your staff belong, that were formed to promote the interests of your Agency? e.g. the staff of the Bureau of Adult and Community Education are members of the Louisiana Association of Public Community and Adult Education.

____ Yes ____ No

If yes, name these associations and/or organizations.

_____

_____

_____

Are there special councils, commissions and/or boards to which your Agency is accountable? e.g. the Bureau of Adult and Community Education is responsible to the State Board of Elementary and Secondary Education.

____ Yes ____ No

Does your agency sponsor meetings, conferences or conventions, etc. which are open to the public?

____ Yes ____ No

In general, what is the overall purpose of your agency?

_____

_____

_____

_____

_____

_____

APPENDIX F
SAMPLE COOPERATIVE AGREEMENTS*

A
COOPERATIVE AGREEMENT
BETWEEN
LOUISIANA STATE DEPARTMENT OF EDUCATION
BUREAU OF ADULT AND COMMUNITY EDUCATION
AND
LOUISIANA DEPARTMENT OF HEALTH AND HUMAN RESOURCES
VOCATIONAL REHABILITATION PROGRAM

This is an agreement concerning the interchange of services between the Bureau of Adult and Community Education hereinafter referred to as the "Bureau" and the Vocational Rehabilitation Program hereinafter referred to as "VR."

WHEREAS, the Bureau and VR desire to enter into an agreement to coordinate the expertise and resources of both the Bureau and VR, with the Bureau having particular knowledge and responsibility in relation to services for undereducated adults; and VR having particular responsibility in assisting handicapped individuals to prepare for and enter into gainful occupations, and

WHEREAS, both the Bureau and VR recognize the need for coordination of service activities between the two agencies in order for each agency to provide a more effective and comprehensive program of services for citizens within the State of Louisiana; and

WHEREAS, both the Bureau and VR desire to clarify objectives for securing coordination of activities between the two agencies; therefore, the Bureau and VR agree to the following terms:

1. The Bureau will recommend that its local adult education supervisors initiate contact with the regional offices of VR to
   a. Learn about the services available to handicapped adults through VR,
   b. Learn the outreach service and procedures utilized by VR,
   c. Learn about available transportation services for adults, and
   d. Develop mutual agreement for referrals between local adult education programs and the regional office personnel of VR.
2. VR will inform its regional office staff as to the services of adult education programs and request that these offices refer undereducated adults to the adult education program.
3. The Bureau and VR will agree to disseminate information about the other agency's programs to their respective local offices so that the public will have access to this information.
4. When appropriate, the Bureau and VR will invite the other agency to participate in meetings, conferences, conventions, etc. by serving as consultants, speakers, and/or setting up exhibits.
5. When requested by VR, the Bureau will publish articles in its monthly newsletter, "Le Raconteur," as a means of publicizing VR's programs.
6. When requested by the Bureau, VR will publish articles in its newsletter as a means of publicizing the Bureau's programs.
7. The Bureau and VR will allow for the participation of their respective staff members in training programs or workshops that are mutually beneficial.

*Jacob, 1980.

8. The Bureau and VR will exchange information, publications and data of a non-confidential nature that could be mutually helpful in planning, program operation and evaluation.

9. The Bureau and VR shall disseminate to all of their respective local and regional offices flyers, newsletters, announcements, etc., about the other agency's programs.

10. VR shall assure to the maximum extent possible and subject to all relative program guidelines, that transportation will be provided by VR to adults who have a need for transportation to adult education classes.

11. The Bureau will assure to the maximum extent possible and subject to all relative program guidelines, that the adult education program will provide teachers and instructional materials to be housed in VR centers, hospitals, offices, etc.

12. From time to time, this Agreement shall be reviewed to determine its effectiveness and to evaluate its relevance to the current concerns and programs of each agency; and it is expressly understood that this Agreement can be modified or amended by mutual action however deemed necessary.

13. It is expressly understood and agreed that this Agreement can be terminated by either party by written notice to the other specifying the effective date of termination.

SIGNED:

J. KELLY [illegible] — 3/24/81
State Superintendent — Date
Louisiana State Department of Education

LESTER SOILEAU — Date
Executive Director of Vocational Rehabilitation

ARTHUR DIXON — Date
Assistant Secretary of Vocational Rehabilitation

A
COOPERATIVE AGREEMENT
BETWEEN
LOUISIANA STATE DEPARTMENT OF EDUCATION
BUREAU OF ADULT AND COMMUNITY EDUCATION
AND
LOUISIANA DEPARTMENT OF LABOR
OFFICE OF EMPLOYMENT SECURITY

This is an agreement concerning the interchange of services between the Bureau of Adult and Community Education hereinafter referred to as the "Bureau" and the Office of Employment Security hereinafter referred to as "OES."

WHEREAS, the Bureau and OES desire to enter into an agreement to coordinate the expertise and resources of both the Bureau and OES, with the Bureau having particular knowledge and responsibility in relation to services for undereducated adults; and OES having particular responsibility in operating a statewide job placement service and providing unemployment insurance benefits, and

WHEREAS, both the Bureau and OES recognize the need for coordination of service activities between the two agencies in order for each agency to provide a more effective and comprehensive program of services for citizens within the State of Louisiana; and

WHEREAS, both the Bureau and OES desire to clarify objectives for securing coordination of activities between the two agencies; therefore, the Bureau and OES agree to the following terms:

1. The Bureau will recommend that its local adult education supervisors initiate contact with local offices of OES to

   a. Learn about the services available to unemployed adults through OES,

   b. Learn the outreach service and procedures utilized by OES, and

   c. Develop mutual agreement for referrals between local adult education programs and local office personnel of OES.

2. OES will inform its district and local office staff as to the services of adult education programs and request that these offices refer undereducated adults to the adult education program.

3. When appropriate, the Bureau and OES will invite the other agency to participate in meetings, conferences, conventions, etc., by serving as consultants, speakers, and/or setting up exhibits.

4. When requested by OES, the Bureau will publish articles in its monthly newsletter, "Le Raconteur," as a means of publicizing OES's programs.

5. When requested by the Bureau, OES will publish articles in its newsletter (space permitting) as a means of publicizing the Bureau's programs.

6. The Bureau and OES will allow for the participation of their respective staff members in training programs or workshops that are mutually beneficial when possible.

7. The Bureau and OES will exchange information, publications and data of a non-confidential nature that could be mutually helpful in planning, program operation and evaluation.

8. The Bureau and OES shall disseminate to all of their respective local offices flyers, newsletters, announcements, etc., about the other agency's programs when such material can be included in scheduled mailings.

9. From time to time, this Agreement shall be reviewed to determine its effectiveness and to evaluate its relevance to the current concerns and programs of each agency; and it is expressly understood that this Agreement can be modified or amended by mutual action however deemed necessary.

10. It is expressly understood and agreed that this Agreement can be terminated by either party by written notice to the other specifying the effective date of termination.

SIGNED:

J. KELLY NIX — 3/24/81 Date
State Superintendent
Louisiana State Department of Education

HERBERT L. SUMRALL — Date
Administrator
Office of Employment Security
Louisiana Department of Labor

APPENDIX G

QUALIFICATIONS AND RESPONSIBILITIES OF PROGRAM DIRECTOR*

Qualifications

.be familiar with adult education in general
.have some experience in teaching adults
.be familiar with the community
.be enthusiastic, strong, and willing to try new ideas
.be flexible
.enjoy working with and for many people
.be honest and sincere

Responsibilities for Educational Agency

.attend all preplanning meetings of the cooperating parties
.develop ABE Curriculum based on program objectives identified by the cooperating parties
.file all necessary applications and reports to the local ABE Director or to the State Department of Education
.serves as a teacher and teacher-trainer in the program

Responsibilities for Industry

.attends all preplanning meetings of the cooperating parties
.conducts the recruitment, registration and screening
.keeps attendance records of employees for pay purposes
.becomes acquainted with the people from the industry with whom the program director will be working
.becomes familiar with the industry itself

Responsibilities for Labor

.becomes familiar with the union and its agreement with industry
.attends the union meetings to explain the program
.provides information concerning the program.

*Struthers, 1980.

APPENDIX H

SAMPLE AGENDA*

I. What is Adult Basic Education?

II. How can the following benefit from a cooperative ABE Program?

A. Industry

B. Union

C. School System

D. Community

E. Employees

III. What are roles, responsibilities, and contributions of the following?

A. Industry

B. Union

C. School System

D. Community

E. Employees

F. Program Director

IV. Topics to be discussed at future meetings.

A. Needs

B. Objectives

C. Plan of operation

D. Recruitment and registration

E. Screening and selection

F. Completions

*Struthers, 1980.

APPENDIX I

CONTRIBUTIONS OF COOPERATING PARTIES*

I. The Educational Agency

A. Provide the personnel to act as its representative at all meetings related to the program.

B. Hire and supervise the program director and teaching staff.

C. Develop the ABE curriculum to be used in the program and manage the instructional phase of the program.

D. File applications and reports to the state.

E. Contribute a percentage of the cost of the program(This item is negotiable.)

II. The Industry

A. Provide the personnel to act as its representative at all meetings related to the program.

B. Provide the on-site classrooms, office equipment, and office supplies.

C. Provide salary to employees for participation and/or release time for employees to take part in the program.

D. Sponsor activities to honor successful participants.

E. Contribute to the cost of the program.

III. The Union

A. Provide personnel to act as its representative at all meetings related to the program.

B. Help recruit participants by encouraging its members to participate in the program.

C. Provide on-going publicity for the program.

*Struthers, 1980.